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# APPENDIX A

*Chapter 11*

# LAW-RELATED EDUCATION

## PROMOTING AWARENESS, PARTICIPATION AND ACTION

*Wanda Cassidy*

### LAW AND "THE EDUCATED PERSON"

It used to be, a century ago, that "the educated person" had a fundamental understanding of law — of its impact on the individual, of its regulatory power in society, of its role in shaping public policy, of its relationship with social norms and values. Indeed, knowing about law, what it is and what it does, was considered one of the hallmarks of an educated person in the western world.[1] Over the years, however, a well-rounded liberal arts education, which included law, gave way to the professionalization of law, where only those trained as lawyers had access to education about law. Public school education[2] was generally devoid of even legal content, except for an occasional elective course often poorly conceived and accompanied by outdated material inappropriate for teaching.

If we were to zero in on a typical secondary school in Canada in the early 1970s, we would observe the following situation: a

teacher with little or no knowledge of law, tackling a senior law elective with one outdated textbook based on law from the same population province, a textbook supplemented only by a fill in the blanks question and answer student workbook. This teacher would have had no undergraduate course in law, no exposure to law education as part of his or her teacher education, no opportunity for professional development, no support services from the community, and no other source from which to glean appropriate classroom materials. As someone who experienced that situation first hand,[1] I can attest to the frustration of being fascinated by the subject but being totally unprepared to address legal concepts or to engage students in law related topics, other than to rely on help from the wider legal community and to allege a "I don't know, but let's learn together" strategy with my students.

Fortunately for teachers across the country faced with these daunting challenges, the tide was about to turn in their favour, provided by rumblings from the general public and from the legal profession. Across Canada, adults of the 1970s, fresh from the activism of the 1960s, began demanding that law be demystified, that legalese be abandoned and that the cloistered world of the lawyer be opened up to the average person. Running parallel to this grassroots movement, was an acknowledgement from some at the top of the legal profession that Canadians were generally ignorant of the law and that popular American television programs based on to Canada communicated misinformation about the law on a daily basis. Since a democratic society only functions well with a knowledgeable and engaged citizenry, and since ignorance of the law is no excuse for breaking the law, several prominent public people called for something to be done, and done quickly to foster a more legally literate public. One route, put forward by the Canadian Bar Association,[2] was to focus on the needs of the adult population, as in being law to the people. Another route, deemed likely to be more effective in the long run, was to educate young people while they were still in school and still a captive audience.

The comment made by Bora Laskin, the former Chief Justice of Canada, in a 1977 interview for *Maclean's* magazine became a rallying cry for many across Canada who made further in school



programming to educate young Canadians about the law:

> *I'm very much concerned about the lack of education in the legal process in our schools, up to and including university. It's very important to have a citizenry which is socially literate and social literacy to me involves some appreciation of the legal system. There isn't a single act that any government can do that does not have to find its source in the legal system. It's just so important that our people have some appreciation of law as they should of English or French literature or economics. I hope that our educational authorities will pay attention to this.*[3]

Hugh Kindred, a Dalhousie law professor, and Ken Norman, at the time Chief Commissioner of the Saskatchewan Human Rights Commission, also advocated improved elementary and secondary school education in the law. Kindred wrote extensively on the relationship between young people coming to understand the law and youth assuming their rights and responsibilities as democratic citizens:

> *It is important that students know not only their own responsibilities, but also their freedom of action within (our) system of government. The measure of good citizenship is not moderated conformity, but a healthy respect for the rights of others as well as one's own, and an allegiance to orderly process, even to democracy. The character of law encourages such critical, yet constructive attitudes.*[4]

Norman argued that social studies curricula was rife with legal content that needed to be extrapolated and developed.

In British Columbia in 1975, the Justice Development Commission, under the auspices of the province's Ministry of the Attorney General, went so far as to undertake a study of the Law 11 elective offered in schools throughout British Columbia. The Commission found an appalling lack of resources and support for teachers and recommended immediate funding to commence the mission.

## THE GROWTH OF THE LAW RELATED EDUCATION MOVEMENT

This was prompted demand from the grassroots and from members of the legal profession for programs that would give Canadians an

understanding of the important role law plays in their daily life. Enhanced by the establishment of several public legal education and information (PLEI) organizations, at least one in each province and territory, and more with an added mandate to address the needs of students in school. The school portion of the mandate came to be known as "law-related education," as opposed to "law or legal education," which implied a narrow focus akin to what might be learned in law school.

The term "law-related education" was imported from a parallel movement in the United States, one aimed at ensuring that elementary and secondary school students achieved literacy in the law.[1] The Canadian movement differed from the American one in that law-related education in the schools in Canada fell under the broader jurisdiction of public legal education. In the United States, most law-related education organizations were set up solely to address the needs of youth in school. In fact, there was an complementary movement in the United States for public legal education.

Although law-related education in Canada combines two fields — law and education — with the beneficiary being education, the impetus and the support for the many initiatives came almost entirely from law, not from education. Funding came from provincial ministries of the attorney general, legal services or legal aid organizations, law foundations, the law courts and the federal Department of Justice, not from provincial ministries of education, teachers' federations or school districts. On occasion, small amounts of funding did come from education sources, for projects like a summer institute or regional workshop for teachers, or for the distribution of teachers' guides, case studies, pamphlets and the like, prepared by law-related education programs.

Initially, those working in law-related education saw the lack of involvement from traditional education sources as an advantage. It meant that role could also be completed more quickly for they did not have to move the organization of several partners to make their way through the education bureaucracy to have projects approved. Rights for curriculum projects in the workshops could also be more controlled and more easily retained than projects or workshops likely to be approved from a curriculum government.



What a law related education, and therefore more effective, model have run up in have across Australia, particularly because the reliance inclusion of those working in law related education means they could easily be written off as just another lobby group.

In the mid-1980s, however, the movement to promote law-related education in schools was flourishing. Every province and territory in Canada had programs underway.[2] In most instances, programs for schools were housed within larger public education and information agencies, or in legal aid organizations, community law offices, or court houses. Some of these organizations were blessed with a visionary mandate to address the law education needs of the province's citizenry. Other organizations clothed themselves in their core mandate as stated in a public law needed to make sound the law and to wide ranging influence on their lives. A cross-Canada network of like-minded visionaries in public and school based law education had formed by the late 1970s, and in 1980 the First National Conference on Legal Education for Youth helped forge links between the many organizations working in schools.[3]

In general, funding for law-related activities during the late 1970s and 1980s was relatively easy to secure. There was never enough money to address the wide range of needs, and some provinces were still seriously underserved, but many leaders saw law-related education for youth in school as a priority. During the second national conference for law-related education, held in 1989, delegates applauded a number of successes.[4] Explorers could now draw on a wide range of print and audio-visual resources for the classroom, mainly for secondary school students, with more geared to younger students. There were five major textbooks, all up to date and more engaging than before. In some provinces, teachers and staff from law-related education organizations had successfully lobbied their ministry of education to include more law courses in course such as social studies, consumer education or business education. Faculties of education at four universities in Canada (two in British Columbia, one in Alberta, one in Ontario) also initiated programs in law education for prospective teachers and for those teachers already in classrooms who wished to update their knowledge of law and learn novel ways to teach law to students.

[illegible]



[illegible]

## [illegible] AND OTHER CHALLENGES

[illegible]

- [illegible]
- [illegible]

Figure 1: A Continuum Showing Levels of Risk Use

| Full Literacy or Use | Substance | Poison | Destructive |
|---|---|---|---|
| Chemical Dependency | Developing the power of the legal system to make an effort to prevent the sale, distribution, or possession of a given use or a power to use. Determining the association of powers (e.g. establishing or determining a given use or power to use | Having or possessing, or practicing the manufacture and possession of one's own form of "law control". It includes the determination of power to control the narcotic young, declining certain access people. | Being able to identify and get access to power having individuals and people for narcotic consumers, consumer protection agencies, civil liberties organizations, etc. for information and guidance in decision making and for action toward a solution. |
| Understanding | Understanding the power of a law or use, or access of the principle of justice, consensus, liability, negligence, rights, evidence, and proof | Understanding the effect of a law or use, to explain or the basic principle of justice. Being able to explain law and why the legal system has different effects on different people or access. | Understanding the purpose behind and functions of passing the measure, serious questions and opens |
| Empowerment | Learning the laws, powers or duties of law enforcement and officials, the right to counsel, the right of free association. Learning how laws are to evolve to the status quo, a crime against society, the right to use the knowledge and liberty, the employment application, the latest newspaper, drop in missing, motor vehicle, criminal law. | Learning how laws promote or limit effects the crimes to commit acts against and opposite and agents of the law. Jurisdiction, the crime to be heard. | Learning about resources like lawyers, attorney when to consult a lawyer or a lawsuit, or time to find information on law or a lawyer |

Substance ——————————— Access



programs were administered by those with access to professional power who knew the education, there was a tendency to report the change of legal information. The focus tended to be on generating and processing legal procedures. The process was that the public technology workers and people in school, to school administrators have had to go to see them. A great deal of effort went to training pamphlets and preparing technical guides and other information. The number of participants, the number of topics, other than we can identify strategies that were most effective, we do not have enough information to determine which were most effective.

Although this approach was not followed completely • was very helpful to the development of the workshops and the topics. For example, the events those that were effective, were those that were developed in collaboration with the local law enforcement personnel. Programs that were developed in collaboration with the local law enforcement personnel were more effective than those that were not

### 2. Going it Alone Versus Forming Effective Partnerships

Because the comfortable home for law-related education was law not education, and because most of the funding came from sources within the legal profession, those working in the field tended to stick with the familiar and to avoid the sometimes lengthy and frustrating work of attempting to set up working relationships with ministries of education, universities, school districts, or teachers' federations. While school districts and teachers' federations were generally welcoming of outside help, ministries of education were sometimes resistant and tended to see law groups as just one more powerful lobby group trying to influence the education system. Furthermore, the processes for including more overt law content in school subjects and for getting those changes approved were cumbersome and time-consuming and proved extremely unwieldy and frustrating for those who saw the great need and who wanted to help fill the gap. Except in British Columbia, where law-related educators teamed up with professors to build programs at the two largest universities (with seed money provided by the provincial law foundation), and in Alberta, where law-related education found a home within the Faculty of Extension of the University of Alberta, those working in law-related education did not generally seek out universities as partners.

This failure to build strong partnerships meant that when money dried up, there were no other sources with pre-existing educational mandates to continue the efforts. In addition, failure to work extensively with teachers' federations or school districts meant that the materials produced and the programs offered may not have been as useful as they could have been.[16] The relative lack of direct teacher involvement in preparing materials and establishing programs also meant that relatively few teachers would have a strong stake in the outcome. Implementation theory shows us that effective and long-term change comes when many different parties who have a stake in the change become committed to it.[16]

It may have been that partnerships with non-education organizations were easier to forge or that education organizations created barriers to partnerships. Whatever the reasons, deliberate or merely



neglectful on the part of law-related education agencies, this isolationism thwarted the growth and entrenchment of the law-related education movement and it affected the quality of their endeavours. In the mid 1990s, for example, the Department of Justice public education division invited several people from across Canada to participate in developing education strategies around youth justice. Although education clearly was the mandate, only five of the forty-odd delegates came from education — the others were lawyers, judges, child advocates, psychologists, youth workers, criminologists, members of the clergy, communications specialists or directors of public legal education and information programs. While the discussion which ensued was provocative and engaging, it was qualitatively different from what would it have been had there been greater representation from those steeped in the theory and practice of education. Part of the problem may lie with the federal government's reluctance to deal directly and overtly with education matters — considered the jurisdiction of the provinces.

### 3. A Focus on Doing and Producing Versus Reflecting and Analyzing

At the 1988 national law-related education conference, delegates were urged during a plenary address to:

> ... share our insights, our experience and knowledge ... [to] take time to write ... Law-related education in Canada suffers from a dearth of information about what people are doing and from a dearth of critical reflection ... [Also] we must conduct more research. Gone are the days when we can just do what we think must be done. We need to assess the needs of the field carefully, develop programs based on these studies, evaluate their effectiveness and publish our findings.[17]

Unfortunately, the field did not heed this admonition, and very little sharing of information or actual research into programs or needs took place. As late as 1995, staff from law-related education programs were still citing a controversial and questionable 1981 American study which showed the positive effect of law-related education on reducing juvenile delinquency[18] as reason to fund

law-related education in Canada. As a result of this dearth of research, those spearheading Canadian programs were at a loss to justify many of their activities or to show cause why new ideas should be funded. Redirecting some funding into research when funding was more readily available, or connecting with universities or other institutions who have the mandate and the skills to do research, would have increased the longevity of some programs, reshaped others and identified the need for new directions.

The authors of a 1995 report, which surveyed major initiatives in law-related education across Canada, made a similar observation:

> It is clear ... that there has been a limited amount of either qualitative or quantitative research done ... In many areas of the country the failure to develop a comprehensive theoretical foundation, a well-conceived plan for dealing with the problem and coherent strategies for implementation has meant a failure to address the need to make young Canadians aware of their legal rights and responsibilities.[19]

This report also identified the lack of a national perspective and the inadequate collaboration among individuals and agencies working in law-related education as contributing to the decline of the movement. Although there has been some attempt in the last five years to establish a national presence in the youth justice education field and to bring key players together to discuss common concerns, this Youth Justice Education Partnership (YJEP), as it is called, suffers from lack of funding to foster the network, a narrow mandate of youth justice and disinterest from many who should join. Canada, unlike the United States, does not have an active national bar association with a special committee, staff and designated funds to assist and foster law-related education across the country.

## 4. The Vocabulary of Law Education

The vocabulary of law-related education proved to be an obstacle in and of itself. Because teachers, school administrators and educational policy makers knew so little about law, many found it difficult to grasp how law is woven through science or language arts or career planning courses, or even through social studies education, apart from the study of government or the courts. Further, law was



perceived as complicated and difficult to understand, which made its study seem more appropriate for the upper grades or in an elective course in law or business. To the novice, law seemed removed from the issues and topics dealt with at the elementary school level, even in social studies. Of course, knowledge about law is integral to almost every subject taught in school and is fundamental even for kindergarten children who are concerned with fairness, rule making, the right to be heard, their rights versus classroom rights, fair procedures for resolving disputes, and so on.

As a result of this lack of understanding of what law education was all about, many administrators, teachers and policy makers initially reacted as though law-related education was a frill or another add-on to an already packed curriculum, rather than an important lens through which to examine sustainable development, neighbourhood strife, labour disputes, multiculturalism, children's rights or any issue current in the press. The methods of inquiry used in law studies also promotes higher-order thinking — for example, a forensic investigation in science, a mock trial of a figure in history, a case study of a human rights infringement in social studies, a mediation to resolve conflicting values in business education. Once teachers, administrators and policy makers overcame the hurdle of the vocabulary, they became excited about the possibilities of law-related education and came to see the law perspective and the skills of law as essential to several courses. Working with educators to reach that level of understanding, however, was time-consuming and energy-draining.

This vocabulary issue proved to be a contributing factor in the failure to disseminate law-related education through the school system in various grade levels and subject areas. In 1995, despite twenty years of effort to promote law-related education, researchers were unable to find any overt, planned, coherent or integrated program in law education offered in any school district in Canada — at least none that senior officials could identify when asked.[20]

Recently, law-related educators have come to realize that using a different vocabulary does not detract from the fundamental goals and that the use of complementary terms like citizenship education, human rights education, life-skills education, multiculturalism,

anti-racist education or critical thinking might make law-related education more understandable and therefore more readily embraced. In some jurisdictions, the "safe school movement" of the late 1990s has subsumed part of the mandate of law-related education, focusing on the development of peaceful and sustainable school environments where principles of law and justice are taught as well as modelled.

### 5. Government Control Versus Grassroots Initiatives

In the early years of law-related education, the criteria for government and foundation funding was looser and relied on the initiative and creativity of applicants to propose innovative projects to meet local needs. This model encouraged diversity and tapped the energy and enthusiasm of those who were planning programs. In time, this model of funding gave way to a more controlled model, where, for example, the federal government set the topics to be funded and also designated one organization per province as the sole recipient of core funding. While this decision allowed a few organizations to thrive and plan over the long term, it relegated others to second-class stature. These changes also thwarted blossoming grassroots initiatives that rose from local needs, squelched the enthusiasm program developers had for certain pet projects and seriously curtailed the possibility that new programs with fresh ideas would gain support. Similarly, foundations, the other major funding source, established more stringent criteria and a more complicated bureaucracy for distributing funds.

Program development theory talks about successful programs being driven by visionaries with a mission who put their hearts and minds into achieving what they believe to be important and needed. Working within the framework of others usually only succeeds in disheartening those whose energy drives the programs, often causing the leaders to move on to new endeavours where their ideas are better received and where they have greater control over the outcome.

Indeed those program developers interviewed for a 1999 article in *Canadian Lawyer* spoke of the frustration they feel with the federal Department of Justice being driven by bureaucrats who come and go, who have no experience in either law or public legal education and no commitment to the concept or goals of either.[21] This, coupled with reduced funding from all sources, has demoralized those still in the field.



## RENEWAL AND NEW HORIZONS

Despite all of the obstacles and frustrations facing law-related education, if we were to drop in on any classroom in Canada, we would see some law being taught — either implicitly or explicitly. Students are being exposed to the law through social studies, science, the language arts, business education, consumer education and family studies. In some instances, curriculum documents include more explicit law-related content as a result of the lobbying efforts of law-related agencies. In other instances, teachers are more comfortable addressing law-related issues because of what they have learned through courses, workshops and newsletters provided by the same agencies. More teachers are also willing to employ a broader range of law-related teaching strategies, such as a mock trial, a moot appeal, a simulated mediation or a case study because of their exposure to law-related education. Because of the efforts of leaders in law-related education and those of others who write on the hidden curriculum and democratic classroom,[22] teachers now are somewhat more cognizant of the powerful messages about law and due process communicated through the way students in school are treated, how decisions are made and how conflicts are resolved. Teachers also are more likely to look at how fairness, respect for others, privacy, individual and community rights and the common good play out in their classrooms.

In some provinces students can still take part in a mock trial at a local court house or be guided through a court visitation by law-related educators located at the site. In British Columbia (still considered the hotbed of law-related education in Canada),[23] secondary and elementary school teachers and administrators can take up to four credit courses in law-related education, offered by the two largest universities, either on campus or through distance-learning. In a few provinces, teachers can still participate in one or

more workshops each year on selected law-related topics. Some teacher guides are still being produced, although the print medium is now used less often than Web-based support, which is considered more cost efficient, reaches users more quickly and permits quicker updates as the law changes.

Teachers' guides that have been produced in recent years generally reflect those national priorities set by the federal government: First Nations' issues such as treaty negotiations and Aboriginal approaches to sentencing; crime prevention; changes in the *Young Offenders' Act;* and material explaining the Canadian legal system to recent immigrants. Ontario continues to be the source of most of the commercially published textbooks on law for school use, although an edited volume on teaching law at the elementary school was recently produced by an Alberta publisher, and several smaller scale issue-based teachers' guides have been produced by a West Coast publisher.

Teachers wanting information on a broader range of legal topics, lesson ideas and discussion of controversial issues will find the best source of information on three specifically designed Web sites: the Law Connection, ACJNet and the Law Room. (For their URLs, please see the Resources listed at the end of this chapter.) For example, the Law Connection is organized around themes: women and equality; hate legislation; property law; workplace harassment; the Charter of Right and Freedoms; social responsibility; the role of the courts and the judiciary. This Web site also connects users to a legal expert who can answer questions posed by teachers or students. ACJNet provides a link to many other legal sources of information, including the Supreme Court of Canada's decisions and the services provided by each public legal education and information organization in Canada. The Alberta Legal Resource Centre and the Public Legal Education Association of Saskatchewan provide newsletters for subscribers; these include legal information, ideas for lessons and appropriate resources.

Today, the services and sources of support for teachers of law-related education and their students varies widely across Canada, with no province providing a comprehensive program and some



provinces seriously lacking support. The impetus behind law-related education in the schools still lies primarily with organizations that were set up to meet the needs of the general public; with some exceptions, other education organizations do not see law-related education as a priority.[24] With funding cuts this means that only limited activity is taking place. The federal government's priorities are to fund narrowly defined projects deemed to be in the national interest but may not fit local concerns. Although teachers can find information on the law on the Web, not all teachers are comfortable using this vehicle, and the technology itself lends itself more to information sharing than to interactive learning and the practice of new strategies in the classroom. Those who run the Web sites also struggle with the funds needed to expand into new topics and to monitor and update the information on the sites. Further, because much law is provincial rather than nationally applicable, materials and services produced by one organization may not be appropriate for teachers in another region of the country. Thus it makes it more difficult to share resources without modifying them to fit other jurisdictions. In 1999, law-related educators began to discuss ways of better co-ordinating the development of materials through the use of templates where the core ideas are shared, but which allow provincial modifications.

Several challenges confront law-related education as we move into the new century. It has not brought about the sweeping and lasting impact on the schools that we had hoped for, but the need for law-related education remains just as great as it was thirty years ago. There is not a single thing that we do as individuals that is not influenced by law — where we live, what we do for a living, our recreational pursuits, our relationships with our children, our parents and our neighbours, our travel, our schooling, even what we eat, what we say, what we read, what we wear and how we treat our pets. Further, all important social issues facing Canada and the world today have a direct bearing on law; for law is intricately woven into the very fabric of our society and the global connections Canada has with the rest of the world. I usually ask students in my law education class on the first day to circle those articles in the

newspaper before them which have something to do with law. In the end, almost everything in the newspaper is circled, from the headlines, to sports, to the fashion pages, to the classifieds — even the cartoons, the advertisements and the movie pages.

The issues facing Canada today require citizens to be knowledgeable about how to affect change and be prepared to hold elected officials accountable for their actions. The law should reflect those values we hold dear in our society: justice, fairness, respect for persons, equality, the right to privacy, freedom of speech and movement, protection of children, earned authority and caring for the less fortunate. Law-related education helps reinforce these important principles and encourages each person to play a part in seeing these values realized.

There are many important decisions that Canadians need to make: how to respond to refugees arriving on our shores; how to protect vulnerable children from abusive parents; how to resolve century-old land claims; how to regulate the Internet; how to protect Canada's natural resources; whether to support free trade and a globalized economy; how to prevent cultural genocide in various parts of the world; how to build community in an increasingly urban society; how to counteract racism and to promote respect for all people regardless of race, gender, age or background. Law-related education has an important role to play in informing Canadians about these issues and in cultivating citizenship attributes.

The need for a solid education in law is easy to justify. The challenge remains, however, as to how to package law-related education so it is embraced and how to work towards more successful implementation at the classroom level where it counts most with students. The issues that contributed to the unravelling of law-related education must be addressed if a resurgence is to occur. Program developers need to more effectively collaborate with each other — sharing resources where possible so that efforts are not duplicated and diversifying according to specialty areas rather than competing with each other for shrinking dollars. And new blood with fresh ideas and a fresh vision must be brought into the movement to restore the vibrancy, enthusiasm and energy which drove law-related education in the early years and when no obstacle seemed too large to overcome. It is time for a new generation of educators to respond to the challenge of law-related education, to work with more seasoned veterans, to build on past successes and learn from prior mistakes and take up the important mission of cultivating a responsible, proactive and compassionate citizenry who is literate in the law.



## WEB SITE RESOURCES

**The Law Connection, Simon Fraser University**

www.educ.sfu.ca/lawconnection

This site is based on legal themes such as children's rights, social responsibility. It includes updates on court decisions and legislation, lesson plans, lists of resources, a conferencing service for teachers, and the Legal Beagle, a place where law professionals respond to questions asked by students and teachers.

**ACJNet Access to Justice Network**

www.acjnet.org

Offered through the Legal Studies Program at the University of Alberta and sponsored by the Department of Justice, this site contains links to the Supreme Court of Canada's decisions, federal and provincial legislation, the Canadian Bar Association, and public legal education and information organizations.

**Law Room, University of Ottawa**

www.uottawa.ca/hrrec/lawroom

Geared to teachers, this service offers lesson ideas and other practical resources suitable for the classroom, for example, the Lawyer Mentoring Project, which pairs lawyers with students.

## CURRICULUM RESOURCES

Roland Case and L. Daniels, series eds., *Critical Challenges Across the Curriculum* (Vancouver: Pacific Educational Press, 1997, 1998, 1999). Three publications of this series of eight deal with critical questions in law and government (confederation, constitutional crisis, role of Parliament). The publications are

written by teachers and based on a model of critical thinking developed by the Critical Thinking Consortium in British Columbia.

W. Cassidy and R. Yates, eds., *Let's Talk About Law in Elementary School* (Calgary: Detselig Enterprises Ltd., 1998). This anthology addresses ways to incorporate legal concepts throughout the elementary curriculum by using engaging strategies. Sample chapters include using literature to teach law, teaching law in primary classrooms, conflict resolution strategies, teaching forensics in science.

W. Cassidy and R. Yates, eds., *Storybook Mock Trials: Simulations and Role Plays for Children* (Burnaby: Simon Fraser University, forthcoming). This anthology includes several mock trials based on fairy tales for elementary-aged children. It also includes information on how to conduct a mock trial and the educational benefits of this form of learning.

M. Ferguson, M. Kooy, and R. Yates, *Just Walls: An Introduction to Learning About the Law for Middle Grade Students* (Ottawa: Department of Justice Canada, 1996). This work presents six stories about young people confronting moral and legal issues using the theme of "walls" — building walls (protection), mending walls (restitution) and dismantling walls (rehabilitation). This lesson is available through the ACJNet Web site.

G. N. Goodfellow, E. Mustache, and E. Gordon, *First Nations' Journeys of Justice* (Vancouver: Law Courts Education Society of British Columbia, 1994). This K-7 curriculum addresses concepts of justice using the oral tradition of stories from First Nations' people. This resource is geared primarily to First Nations' communities, although it is appropriate for elementary schools throughout Canada.

J. Itterman, *Legal Safari*, 3 vols. (Vancouver: Law Courts Education Society of British Columbia, 1990). This collection has practical suggestions for teaching legal concepts and skills to intermediate level elementary students. Although packaged as a teacher resource, Legal Safari also includes material for students, and is available in English and in French.

S. Yates, *Rights, Responsibilities and Respect: The Three R's of Justice Education* (Winnipeg: Gemma B. Publishing, 1995). This teacher guide addresses various issues and procedures associated with criminal law, young offenders, First Nations' legal procedures. It is a joint project of the Manitoba Community Legal Education Association, the Department of Justice and the Winnipeg School District.

## ORGANIZATIONS

**Centre for Education, Law and Society**
Faculty of Education, Simon Fraser University
Burnaby, BC V5A 1S6
(604) 291-4570; 291-4484
Fax: (604) 291-3203
E-mail: Ruth_Yates@sfu.ca, cassidy@sfu.ca
www.educ.sfu.ca/lawconnection

The Centre's mandate is to improve the legal literacy of young people and children through a program of research, credit course offerings, graduate studies, curriculum development and consultation with school districts and teacher groups.

**Educalol**
CP. 1537, Succ. Place d'Armes
Montreal, QC H2Y 3K8
(514) 954-3408
Fax: (514) 954-3493
E-mail: monik@educalol.qc.ca

This organization is active in public legal education in Quebec, and provides materials and assistance to teachers in schools.

**Law Courts Education Society of British Columbia**
The Vancouver Law Courts
221-800 Smithe Street
Vancouver, BC V6Z 2E1
(604) 660-9870
Fax: (604) 660-2420
E-mail: rick.craig@ag.gov.bc.ca

The society has regional offices throughout British Columbia and offers a court-watching program, curriculum materials on the courts and the justice system and provides assistance to First Nations, the Deaf, the mentally challenged and new Canadians.

**Legal Studies Program**
Alberta Legal Resource Centre
University of Alberta, Faculty of Extension
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Edmonton, AB T6G 2T4
(780) 492-5735
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The program offers workshops and services for teachers and other groups, produces curriculum materials, co-ordinates ACJNet and produces *Law Now*, a magazine with helpful legal information and lesson ideas.

**Public Legal Education Association of Saskatchewan**
#300-201 – 21 Street East
Saskatoon, SK S7K 0B8
(306) 653-1868



12

Fax: (306) 653-1869
E-mail: sutton@plea.org.ca
www.plea.org

Although primarily geared to public legal education and information, the association offers workshops to teachers, develops curriculum materials and produces the newsletter *The PLEA*, which provides legal information and activities for students and teachers. It is a key player in the Lawyer Mentoring Project for students (along with the Alberta and Manitoba public legal education and information groups), an on-line service available through the *Law Room*.

**Public Legal Education and Information Service of New Brunswick**
P.O. Box 6000
Fredericton, NB E3B 5H1
(506) 453-5369
Fax: (506) 457-7899
www.unb.ca/web/netlearn/nblaw

Although primarily geared to public legal education and information, this organization assists teachers through workshops and the development of curriculum resources and works in association with the provincial Youth Justice Ministry, which has taken some initiatives in law-related education.

## NOTES

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2. Likewise, undergraduate courses rarely included law.
3. Wanda Cassidy, Excerpts from Plenary Panel Presentation, First National Conference on Legal Education for Canadian Youth, University of Saskatchewan, College of Law, Saskatoon, 1980.
4. Ron Ianni, "Reflections on the State of Public Legal Education in Canada," *Canadian Community Law Journal* 3 (1979), 3–11.
5. "Interview: With Bora Laskin, Chief Justice of the Supreme Court of Canada," *Maclean's* 90 (February 21, 1977), 9.
6. Hugh Kindred, "The Aims of Legal Education in High School," *Canadian Community Law Journal* 3 (1979), 20–25.
7. Mabel McKinney-Browning, "Educating for Civic Participation: Law-Related Education in the United States," in W. Cassidy and R. Yates, eds., *Let's Talk About Law in the Elementary School* (Agincourt: Thomas Nelson and Sons Ltd., 1988).



Isabelle Starr, "The Law Studies Movement: A Brief Look at the Past, the Present, and the Future," in W. Crawford, ed., *Law vs. Learning: Examination for Discovery. Proceedings of the National Conference*, Vancouver, June 19–21, 1988 (Ottawa: Canadian Law Information Council, 1989).

8. Gail Dykstra, "Public Legal Education: The Canadian Approach," in *Understanding the Law: A Handbook on Educating the Public* (Chicago: American Bar Association, 1985), 29–38.
9. The Honourable Mr. Justice W. McIntyre, "The Rule of Law in Public Legal Education," in E. Myers, ed., *Legal Education for Canadian Youth: Proceedings of a Conference, University of Saskatchewan, College of Law, May 1980* (Ottawa: Canadian Law Information Council, 1981).
10. Wanda Cassidy, "Law-Related Education in Canada: Yesterday and Today," in Crawford, ed., *Law vs. Learning: Examination for Discovery*.
11. Roland Case, *On the Threshold: Canadian Law-Related Education* (Vancouver: Centre for the Study of Curriculum and Instruction, University of British Columbia, 1985).
12. Mike Manley-Casimir, Wanda Cassidy, and Suzanne de Castell, *Legal Literacy: Towards a Working Definition. A Report Submitted to the Canadian Law Information Council* (Ottawa: Canadian Law Information Council and the Department of Justice, 1986).
13. Ibid., 13.
14. T. Guskey, "Results-Oriented Professional Development," and D. Sparkes and S. Loucks-Horsley, "Five Models of Staff Development for Teachers," in A. Ornstein and L. Behar-Horenstein, eds., *Contemporary Issues in Curriculum* (Boston: Allyn and Bacon, 1999).
15. Law-related organizations did have a group of teachers they worked with. These teachers offered suggestions for materials, field tested the resources and were committed to the teaching of law to children. However, these teachers were not in a position to carry on the programs when funding ran out, nor were they in a position to influence policy and funding decisions within their own organizations.
16. Michael Fullan, *The Meaning of Educational Change* (Toronto: OISE Press, 1982); Walt Werner and Roland Case, *Strategies Used by Advocacy Groups to Support Implementation of Issues-Based Innovations Occasional Paper #16. Explorations in Development/Global Education* (Vancouver: Centre for the Study of Curriculum and Instruction, University of British Columbia, 1980).
17. Cassidy, "Law-Related Education in Canada: Yesterday and Today," 11.
18. Robert Hunter and Mary Jane Turner, *Law-Related Education Evaluation Project: Final Report, Year One* (Boulder, CO: Social Science Education Consortium, Law-Related Evaluation Project, 1981).
19. Sadie Koehn, Ruth Yates, and R. Mainville, *Law-Related Education Survey Report produced for the Department of Justice Canada* (Ottawa: Government of Canada, 1995).

20. Ruebo, Yates, and Maisonville, *Law-Related Education Survey*, 23.
21. J. Brantley, "A Plea for Better PLEI," *Canadian Lawyer* (February 1997), 27-30.
22. Philip Jackson, Robert Boostrom, and David Hansen, *The Moral Life of Schools* (San Francisco: Jossey-Bass Publishers, 1993).
23. Several organizations are still active in British Columbia: the Law Courts Education Society of British Columbia, which operates out of regional court houses in the province; the People's Law School, which primarily does public legal education; the Centre for Education, Law and Society at Simon Fraser University, which co-ordinates credit courses and does research. The Schools Program of the Legal Services Society of British Columbia, once the leader in the province, no longer exists, although the society still does some work in public legal education.
24. The Ministry of Education in British Columbia, in association with the Open Learning Agency (Open Schools), offers the senior law elective in the curriculum on line, with links to related Web sites, and support from an experienced law teacher.



*Chapter 12*

# MEDIA EDUCATION IN CANADA

*Barry Duncan, John Pungente, SJ. and Rick Shepherd*

Media education, or media literacy as it is sometimes called, is designed to help students think critically about the media. Media education should not be confused with teaching *through* the media, rather it is teaching *about* the media: how the media communicate and shape information, how audiences relate to different forms of media, how they are organized and how they affect our culture.

Media education is, indeed, an eclectic circus. If they are following the cultural studies model, teachers need to draw from many disciplines. They must be able to work experientially with today's *moveable texts*: a block buster film, a new Calvin Klein ad, a news item of a catastrophe or the latest celebrity gossip, an exciting new Web site or chat line where kids can have a free exchange of opinions. The fact that many teachers may have little or no formal training in media education at the very time consultants and school board funds are scarce makes our project especially challenging. Nonetheless, it is heartening to know that Canada has acquired a reputation as a world leader in media education. Today, progressive educators recognize that media literacy is not a frill, it is a survival skill for coping with our information environment.